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METHODS OF FORMING THE CULTURE OF USING EUPHEMISMS IN 5-6TH GRADE NATIVE LANGUAGE CLASSES

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ABSTRACT

A competitive market economy requires the education of an entrepreneur, a person with high creative potential, a person who is able to survive any difficult situation with his own mind, independent creative thinking, and a strong national spirit. Since the policy of our state is based on ensuring the well-being and happiness of the individual, the education of the individual cannot be organized for any other purpose than the one indicated above. "School is a matter of life and death, a matter of the future. This cannot be decided only by the state, government or governors. This fact must be taken into account".

So, while our main goal is to "develop students' independent thinking skills", we need to look at native language learning, one of the main tools, from a completely different perspective than usual.

KEYWORDS

Mother tongue teaching at school, purpose of mother tongue teaching, pragmatic value appropriation, independent thinking

INTRODUCTION

Being able to speak fluently and write flawlessly is the first sign of intelligence. A person's language of thought is usually his mother tongue. A person thinks in his native language, thinks in his native language, transfers what he says in his native language to his language and speech. Both the first word and the last

word are related to the mother tongue. So, the language is connected with the nation. Our mothers are the creators of the nation. Therefore, it is natural to use the unit of mother tongue in relation to the language. Yes, giving a language the status of mother

tongue is an example of the high respect shown to it by the people and its owners.

In the sources, nation~language~state are recognized as diverse categories that require each other, none of them can function separately and cannot be complete without each other. In our opinion, it is necessary to fill this series as mother ~ language ~ nation ~ state ~ progress. However, language is an example of Oman. It is overflowing due to the linguistic units - jilga - introduced from dialects and other languages. Therefore, the vocabulary of the language is

considered an open system. With the advent of new concepts in the development of society, their names also appear in the language. So, the total change and renewal that happened in social life is first of all reflected in our happy and warm language, like our mothers.

Language is the main sign of a nation's existence, so its education is always a matter of serious concern. Today, the distribution of class hours for the education of the subject of the mother tongue in the school is shown as follows:

classes	weekly upload	yearly upload	with an optional class hour
5th grade	3 hours	102 hours	136 hours
6th grade	3 hours	102 hours	136 hours
7th grade	2 hours	68 hours	102 hours
8th grade	2 hours	68 hours	102 hours
9th grade	2 hours	68 hours	—

We will continue our analysis without advocating a 45-50% reduction in class hours from the 2020/2021 academic year.

In accordance with the national program of the mother tongue, 136 hours are allocated for mother tongue training in the 6th grade of secondary general education (including optional class hours), of which 10 hours are for repeating the "Lexicology" level passed in the 5th grade. , 7 hours are devoted to repeating what has been passed, and the remaining hours are devoted to studying the "Morphology" level.

The necessary knowledge that 6th grade students should acquire according to the updated program of

the mother tongue and DTS requirements are as follows:

Lexicology. The word and its meanings. Synonymous series, the main word in a synonymous series, phraseological synonyms, lexical synonyms. That synonymy is the basis of stylistics. A stylistic tool. Stylistic limited words. Term. Dialectic words. Vocational words. Figurative expression. Restricted words. New words. Borrowed words. Obsolete words. Active words. Characteristic of active words in speech style. Characteristic of passive words in Kitov style. Lexicography.

Morphology. Ways of making words. Composition of artificial word. The basis of the word. Core. Cognate words. Simple and compound words. A pair of words. Spelling of adverbs. Meaning and purpose of word-changing, form-forming adverbs. Morphological synonyms. Independent word groups.

Names, meanings of names, formation of names. Initials and their use.

Verb. Imperfect verb.

Verb moods. Verb ratios. Verb forms. Formation of the verb.

Quality, its lexical meaning, morphological signs and syntactic function. Quality levels. Making quality. Conjugation of quality. Methodical use of adjectives.

Number, its lexical meaning, morphological signs and syntactic function. Meaning types of numbers. Making a number. Horse riding. Methodical use of numbers.

Ravish, its lexical meaning, morphological signs and syntactic function.

Meaning types of development. Degree in Ravishas. The making of Ravish.

Methodical application of methods.

The following are the skills and competencies that 6th grade students need to acquire in accordance with the updated mother tongue program and DTS requirements:

Ability to express an opinion in writing (quantitative indicator - 12-14 sentences; qualitative indicators - sentences are correctly interconnected, do not deviate from the topic, paragraphs are correctly separated

within a sub-topic, consistency of thought, appropriate use of language phenomena learned in the 6th grade.

Ability to compose narrative-text, image-text. Be able to write a greeting card, a reference letter.

Types of meanings of verbs, types of declension and proportion of verbs, forms of verbs (noun of action, adjective, adverb), types of meaning of adjectives, substantive adjectives and relative adjectives, dictionary meaning of the word to be able to distinguish the grammatical meaning, the meaning types of the number, the meaning types of the approach. Knowing how to distinguish between the transitive - intransitive, participle - infinitive, person - number and tense forms of the verb, and how to use them correctly.

To be able to distinguish between nouns and pronouns in the plural form.

Based on the grammar term, remember the grammar tool, relying on the grammar tool, remember the grammar term and rule.

To be able to explain the important signs of word groups, the occurrence of word conjugation. To be able to distinguish between simple, compound, double words.

Ability to analyze phonetically, lexically, morphologically, syntactically, and methodologically.

Being able to follow the norms and possibilities of the grammar of the Uzbek literary language in speech. Compliance with requirements for the use of synonyms, homonyms, antonyms and paronyms.

Ability to write and use abbreviations correctly. Ability to follow word order in a sentence.

As can be seen from the series of teaching hours and topics allocated for mother tongue education, there are no special hours for teaching euphemisms in the 6th grade mother tongue classes. But when repeating the vocabulary level, a skilled teacher will never avoid this topic. Especially when talking about synonyms, lexical synonyms, and their use, it is appropriate and useful to refer to euphemisms.

Students can also create a short euphemistic dictionary of words used in their daily lives. It is necessary to take into account only one thing that such dictionaries are not created in one day or during one lesson. Compiling a short euphemistic dictionary can be given to the student as a permanent task, and their activities can be monitored from time to time, and the monitoring can be completed at the end of the quarter.

Therefore, euphemistic units serve to avoid calling negative reality, to mitigate the negative impact of such reality, and are a situation that touches a person's dignity, is embarrassing, expresses disrespect, contradicts moral standards, or directly reduce the negative impact of unspeakable secret reality, hide and cover them; it is used to convey and express an unpleasant message in a gentler, gentler form.

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